

2014

Low-Hanging Fruit: Leveraging Short-Term Partnerships to Advance Academic Library Outreach Goals

Erin E. Meyer

University of Denver, erin.meyer@du.edu

Follow this and additional works at: <https://digitalcommons.du.edu/collaborativelibrarianship>



Part of the [Scholarly Communication Commons](#)

Recommended Citation

Meyer, Erin E. (2014) "Low-Hanging Fruit: Leveraging Short-Term Partnerships to Advance Academic Library Outreach Goals," *Collaborative Librarianship*: Vol. 6 : Iss. 3 , Article 3.

Available at: <https://digitalcommons.du.edu/collaborativelibrarianship/vol6/iss3/3>

This Scholarly Article is brought to you for free and open access by Digital Commons @ DU. It has been accepted for inclusion in Collaborative Librarianship by an authorized editor of Digital Commons @ DU. For more information, please contact jennifer.cox@du.edu, dig-commons@du.edu.

Low-Hanging Fruit: Leveraging Short-Term Partnerships to Advance Academic Library Outreach Goals

Erin E. Meyer (erin.meyer@du.edu)
University of Denver

Abstract

For academic libraries wishing to extend their outreach, existing and potential short-term, project-based collaborations are the low-hanging fruit. Such partnerships include student organizations, various institutional offices, and councils of one kind or another. Keys to success for libraries include flexibility, personal relationships, openness to work outside of academic units and outside of the library, strategic planning, knowing the resources needed and those that already exist, and a desire and ability to move from conversation to action. Leveraging these types of collaboration can enable the library to extend its reach far more than in acting alone.

Introduction

Many academic librarians at both public and private institutions struggle with the conflict between a desire to conduct outreach activities and the limitations of budgets and staff time. Even when the scope of outreach is narrowed to include only programming and activities for students, tough choices must be made about how to allocate resources. While the phrase “low hanging fruit” may have originally been used somewhat tongue-in-cheek, it has become a mantra that describes opportunities most readily available when planning student outreach and promotional activities at the University of Denver’s Main Library. A creative team of librarians and staff find they have no shortage of ideas for activities, but with staff time and funding in shorter supply, working with campus collaborators has proven essential. Being prepared to take advantage of opportunistic, project-based collaborations with a wide variety of campus partners has helped the fledgling student outreach program at the University of Denver grow to maturity over the past six years. This article outlines a number of these successful collaborations and provides recommendations that can assist other libraries in creating outreach programming and activities that minimize the use of library resources, maximize impact, and build valuable relationships with other campus units. While a broader approach to this topic would include an exploration of library partnerships in their larger context of inter-

institutional relationships that includes study of fiscal responsibilities and opportunities, identifying various methodologies for supporting such collaborations, in-depth research on resulting improved user experiences, and so forth, this study is limited to the more immediate and practical experiences at the University of Denver and encouraging others to explore relatively easily obtainable library partnerships and benefits.

The University of Denver (DU) is a private, residential, doctoral-granting university with approximately 11,700 students. In 2014, 5,517 undergraduates were enrolled in more than 100 degree programs and 6,261 graduate students were enrolled in over 120 degree programs. While graduate programs are found in many traditional liberal arts disciplines, the majority of graduate students are enrolled in professional programs such as social work, psychology, law, education, business, and library science. The Main Library and the Bonfils Stanton Music Library are administered by the Dean of the University of Denver Libraries while the Westminster Law Library is administered by the Law School’s Dean. The Main Library in the Anderson Academic Commons (formerly Penrose Library) serves the majority of students on campus as both a primary research facility and, following a major renovation, as a campus community space. The renovation created in essence a new library by completely gutting and rebuilding the interior of the forty-year old facility



Meyer: Low-Hanging Fruit

during a one-and-a-half-year construction process. Planning for the renovation took years and involved gathering feedback from campus users of all types. The result, renamed the Anderson Academic Commons, is light- and technology-filled space that houses numerous academic support services, and draws in students in record numbers.

The Main Library conducts outreach activities on several levels. Outreach to faculty has a long history at the library and currently takes the form of formal liaison relationships between subject-specialist reference librarians and academic departments, a faculty liaison advisory group, course-based instruction, and specialized workshops created on request.¹ In addition, the library's archivists represent the archives and special collections at events both on- and off-campus and work with groups from schools and colleges to use collections in course projects. Outreach to the broader community includes an annual author lecture, sponsored by the Provost and the library, which has drawn campus and community visitors for eight years. More recently, a committee of library faculty has worked with teaching faculty and outside groups to curate exhibits in the library. Lectures and opening receptions associated with these exhibits draw students, faculty, and off-campus visitors.

The student outreach program has become an increasingly important service focus for the University of Denver Libraries. Prior to the creation of the student outreach librarian position, the library engaged in a few student outreach activities that, over time, have become traditions at the library. During the first week of fall classes, library faculty and staff greet students at the library entrance, offering cookies and providing library and general campus information. During final exams each quarter, the library distributes free coffee to students studying in the library in the evening and late night hours. Starting in 2006, the library also began hosting first-year student registration in the library. This two-day event, held at the end of a week of orientation activities prior to the start of fall classes, brings over 1,300 first-year undergraduates to the library to meet with faculty advisors and register for classes.

Recognizing the need for a dedicated coordinator for student outreach in order to meet library strategic plan goals, a new position, the Student Outreach Librarian and Research Center Coordinator, was created.² As the job title suggests, this person also has responsibility for the coordination of the reference service point, including hiring, training, and supervision of eleven graduate students, which puts limits on the time spent on outreach. This person also has a number of other responsibilities: reference, working in the Research Center consultation room, providing instruction, and building collections in relevant subject areas. The student outreach librarian was appointed in spring of 2008 and quickly became involved both in planning for student outreach "traditions" and designing new activities. With no formal budget for outreach and given limits on time for planning activities, the outreach librarian has looked for collaborative opportunities to increase the scope of outreach activities and leverage them to communicate to students about the library's resources and services as part of a broader public relations strategy.

Literature Review

Outreach in academic libraries can be defined in many ways and has been described broadly as serving public patrons or as collaborating with other libraries in resource sharing consortia.³ Outreach has also been defined as serving the wider, non-campus community through collaborations with other types of libraries such as school or public libraries, working with community institutions such as businesses or social services, or taking library resources and expertise to constituents off campus.⁴ On-campus outreach definitions often include working with faculty on collection development and instruction, co-teaching, and embedded librarian activities where librarians "embed" within academic departments or virtual learning environments.⁵ The literature also notes that special collections and archives departments conduct outreach activities to publicize collections to researchers, connect instructors to relevant content for their courses, and to design online collections and collection interfaces for accessing and displaying digitized and born-digital content.⁶ Outreach activities can spring from the need to promote



new programs or services, such as institutional repositories, records management services, or data visualization centers or, as Schneider notes, outreach can also be a proactive response to a specific problem or crisis such as youth using the campus library as an after school hangout.⁷ This article, while focusing on student outreach initiatives in an academic library, embraces a broad definition of outreach, one that, as Dennis explains, both, “implies reaching out to non-traditional library users, extending ‘beyond borders’ of a physical library, and promoting underutilized or new library resources” and encompasses, “any initiative that reaches an audience that otherwise may have not been exposed to library resources or services.”⁸

Student outreach is similarly varied with activities tailored to the types of students targeted. Some initiatives focus on reaching historically underserved groups such as minority students, veterans, international students, or returning adults.⁹ Other initiatives incorporate information literacy into the first-year experience while still others work with student services.¹⁰ Academic and cultural events such as lectures and concerts held in the library can also increase student visits. More than just entertainment, these programs may highlight library collections, partnerships with library faculty or staff, or otherwise promote awareness of library resources.¹¹

Student outreach at the University of Denver’s Main Library has also taken many forms but has the broad goals of exposing users to resources and services that are new to them, teaching information literacy skills, and creating a welcoming environment. The last point is a key to reaching a number of other goals for the library. By creating a welcoming environment, students are encouraged to spend more time in the library, increasing their use of spaces such as group study rooms but also the likelihood that they will access either items in the physical collection or one-on-one academic support services. It also helps reduce library anxiety, a demonstrated barrier to efficient research.¹²

Campus Collaborators

After the arrival of the outreach librarian, activities began to expand each year and frequently involved short-term, project-based collaborations with other campus partners. An early example is the *Murder in the Stacks* scavenger hunt event that came about because of an existing collaboration between the library and the student life division. While working at the annual first-year student registration event in the library in September 2009, the outreach librarian and a staff member from the student life division discussed the mutual benefits of the registration collaboration and began to brainstorm other opportunities for collaboration. Both parties knew of the popularity of campus scavenger hunts and had read of library-based scavenger hunt events. It was clear to all involved how a well-designed scavenger hunt could serve both the needs of student life to create an on-campus recreational option for students and also meet the information literacy objectives for the library. Planning began immediately for an event that was held two months later. In this collaboration, the library contributed staff time to write the clues, space for the event, and printing of promotional materials. Student life staff helped plan the event, contributed graphic design for promotional materials (see Figure 1), and had several student employees working alongside library staff and volunteers during the scavenger hunt. The modest costs were shared, with the library providing refreshments and the student life department furnishing prizes.

This serendipitous collaboration, born out of a casual conversation during an unrelated collaborative event, bore immediate fruit with the first, vampire-themed *Murder in the Stacks* (MITS) mystery in the fall. The event was a resounding success. Not only was the event at capacity with forty-five students, teams asked if they could participate again and were calling their friends from the event to say how much fun they were having. Building on that momentum, a second mystery was held in February with a romance theme. The library’s goals were to teach research skills and familiarize students with the library and the student life division’s goals were to add an event to their roster and channel students to a campus dance immediate-



Meyer: Low-Hanging Fruit

ly after the event. Planning and costs were again shared and both groups met their goals. During planning for this MITS event, yet another collaboration came about. The student-run programming board agreed to include the film *Blood Diamond* in its spring lineup and to have the outreach librarian attend to promote the library's annual author lecture by Greg Campbell, who wrote *Blood Diamonds*, the book on which the film was based.

With these successful co-sponsored events to build upon, the library was finally able to incorporate information literacy into *Discoveries Orientation*, a week of activities for incoming first-year students prior to the start of classes. Many previous attempts to have library tours or instruction included in *Discoveries* had met with resistance from student life staff who felt the schedule was already full of academic activities. When, however, the outreach librarian pitched a Harry Potter-themed, after-hours MITS for *Discoveries*, it was met with approval. Planning for this third scavenger hunt took less time, but the reach was expanded with two large, back-to-back events held on one night. All first-year students at DU must enroll in a First-Year seminar class and participate in *Discoveries Orientation* as a group with their classmates. These small classes, taught by experienced faculty who also serve as advisors and mentors throughout the first year, are designed to develop skills such as research, academic writing, and debate in order to foster a successful transition to college. Two students from each of the first-year seminar classes were allowed to sign up for the MITS event so that they (ninety students in all) could take what they learned back to each seminar group to further increase the reach of the event.

In writing about a collaboration at the University of Idaho learning commons, Kristin Henrich notes, "A successful campus partnership depends on three things: that units have similar student-centered philosophies, share similar goals for the project or partnership, and are willing to equally contribute resources to the success of the project."¹³ The collaborations between the Main Library and student life were very successful, though they may not have had each of these elements. Unlike the long-term, programmatic, collaborative relationship Henrich describes,

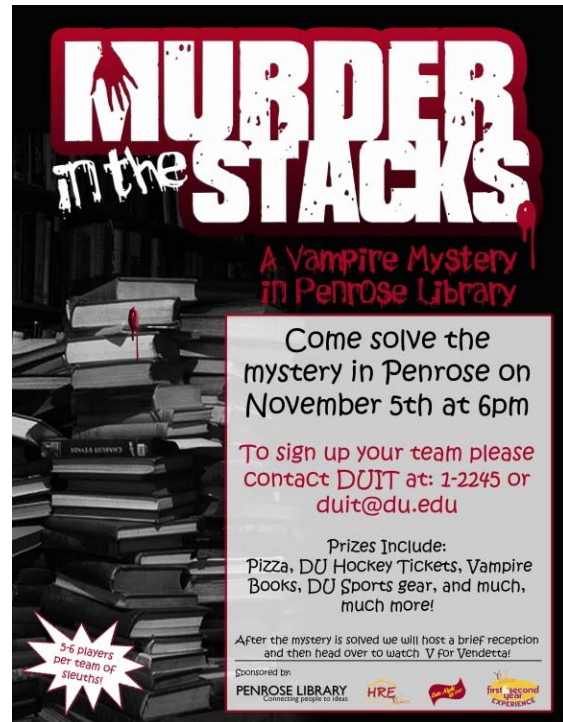


Figure 1: Promotional poster for the first *Murder in the Stacks* event. Note that the Main Library was called Penrose Library prior to the renovation.

project-based collaborative relationships need not be as formal, resource contributions may not be equal, and partners may have different goals. While a shared learning commons service point with an external group must have clearly-defined roles and an equitable balance of cost sharing, short-term outreach projects will increase the viability and reach of an event or initiative with almost any level of shared support. With each partner fulfilling its obligations and meeting its own goals, the Main Library events were considered successes by all parties. Trust and understanding developed during these projects led to further short-term collaborations, another indicator of success.

Other examples of collaborations between campus units and the University of Denver Libraries further demonstrate the value of short-term project-based initiatives. Having heard of previous scavenger hunts at the library, a student organization from the business college approached the library about being a part of a campus-wide scavenger hunt. Not only was the library a destination, but the outreach librarian also asked to write the clues to ensure they not only led

groups to the library, but taught them something about library resources. A relationship with the campus safety outreach officer, also developed over conversations at various resource fairs around campus, led to the library joining into an existing effort by campus safety, the orientation staff, and the health and counseling center to purchase wallets filled with important campus information for all incoming first-year students. In exchange for contributing to the purchase cost, the library was able to include a card of information about the library in the wallet, helping reduce confusion about the availability of library services during the building's closure for renovation.

During the library's renovation, most library services were moved to a temporary location in the student center ballroom over the summer interterm. Since they had not been on campus to be exposed to the ongoing communication campaign the library waged the year prior to the renovation, the public relations committee wanted to make sure that all incoming first-year students were aware of the temporary library's location and how to access materials. The committee also wanted to make it clear that students would need to swipe their student identification cards to enter the temporary library during evening and overnight hours, a safety precaution taken as the student center, unlike the library building, has multiple entrances which could not all be staffed. When a conversation with the campus safety outreach officer revealed that his unit was planning to contribute to the purchase of the wallets, the library was ready to quickly take action to join the effort. In the end, the library, campus safety, and student health and counseling services each contributed funds to help the orientation staff purchase the wallets. The library created a wallet card containing branding for the temporary library (called Penrose@Driscoll), essential information about services during the renovation, and directions for accessing collections while they were stored off-site (see Figure 2). The library could only take advantage of this opportunity on short notice because previous planning had already determined the audiences that should be reached and the messages to be communicated.

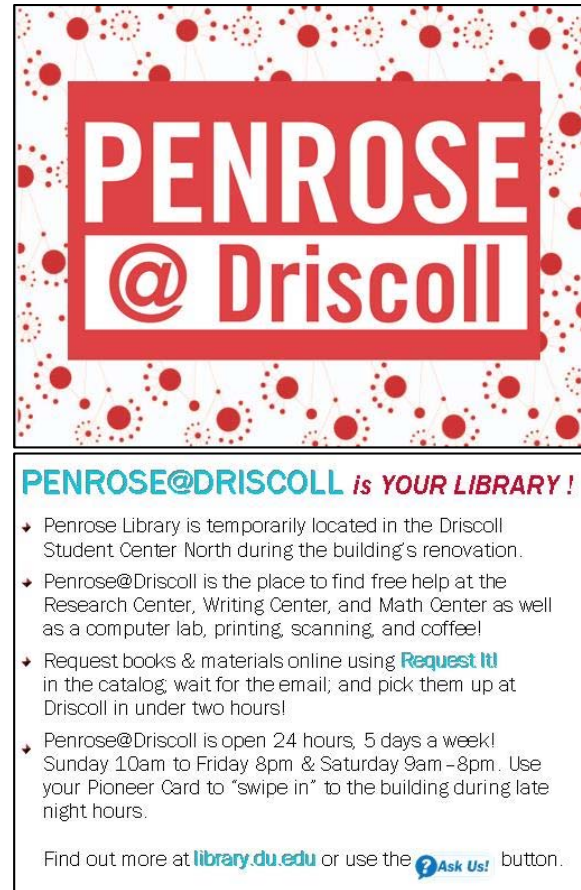


Figure 2: Front (left) and back (right) of the card included in wallets distributed to all first-year students during the library's renovation.

Another successful partnership with undergraduate student government resulted in feature film screenings, communication with students about the library renovation, and hosting weekly student government meetings in the new Anderson Academic Commons. Additional partnerships with the campus health and counseling center included hosting displays at the library to increase awareness of sexual violence, hosting a stress relief table in the library during finals, and placing condom machines in library bathrooms. Offering information on sexual health and sexual violence prevention served both units' goals of educating students and showed the library can be a part of students' real daily lives. The stress relief table also met an objective of the library to offer a stress relief activity during finals, but required few library resources for the event.

Meyer: Low-Hanging Fruit

Seemingly unlikely partnerships with the campus chaplain and the Office of Alumni Relations have also yielded immediate fruit. The library public relations committee wished to offer book clubs in the newly renovated library, but decided that it would be more sustainable to bring existing book clubs to the library to meet rather than attempting to start new book clubs. Having made this a goal, committee members were on the look-out for book clubs to invite and quickly noticed the chaplain's widely-publicized monthly book club. He was offered a meeting room that also houses the library's beautiful artists books collection in display cases around the room. The chaplain appreciated having a more central, attractive location for his club's meetings and the library was able to offer a book club to the entire campus community.

When the outreach librarian, working with a practicum student from the university's library school, decided to create a more sophisticated mystery event for graduate students, she contacted a previous collaborator, the past president of graduate student government, for feedback and possible collaboration. In that role, he had helped with communication efforts before, during, and after the library's renovation. While he was no longer president of student government, as it turned out, he had a position as student engagement coordinator at the Office of Alumni Relations and was tasked with creating events for current students that would lead them to be more engaged alums in future. After a quick meeting to discuss the goals and scope of the *Deadly Ever After* event, he was able to secure funding from his office to cover the full cost of catering for the event. The relationship and trust already in place after two years of prior collaboration made this an especially "low-hanging" opportunity that took very little effort on either side. Yet both parties met their goals: the library created a sophisticated mystery event to teach more challenging research skills than previous murder mystery events designed for undergraduate students and the office of alumni relations strengthened the bond between the university and future alums.

As these examples show, the library can partner with almost any unit or group on campus. With short-term, project-based collaborations, the

type of collaboration and its scope can vary widely. The Main Library has also worked with student organizations to staff information tables in the library, with Greek organizations to hold an all-Greek study hall in the library's event space during finals, with the Office of Sustainability to hold tours of the renovated building's "green" features, and with the Staff Advisory Council to reach staff who can then recommend library services to students with whom they come into contact daily.

Keys to Success

All academic libraries wish to better inform their campus communities about available resources, teach information literacy skills, and create a welcoming environment for students. Carefully planned outreach activities can meet these library goals and further a library's mission. Rather than leave outreach activities to chance, careful planning and preparation will not only ensure events and activities are successful, but enable the library to take advantage of short-term, project-based collaborations as they present themselves. These "low-hanging fruit" opportunities can extend the impact of library outreach activities and nurture relationships for future collaborations. A fuller expansion of these keys to success follow this brief summary and include:

- the flexibility to act quickly as partnerships present themselves and to work around barriers such as unsuccessful attempts to engage a new collaborator;
- developing personal relationships and building trust over time with successful projects;
- willingness to work with those who want to partner, even if they are not found in traditional academic units;
- getting out of the library to meet students, faculty, and staff from a wide cross-section of campus and to learn about their needs and goals;
- identifying in advance strategic messages and target audiences that support the library's mission and goals;



- knowing the resources the library can bring to the table as well as the resources needed or desired;
- willingness to move from conversation to action and to take a leadership role by coordinating the project.

As has been shown through the examples above, a wide variety of partnerships is possible, and can lead to an impressive variety of activities and events that the library could not undertake alone. Some failures and false starts are inevitable, but with the short-term nature of these collaborations, there is little lost when trying out new ideas. It can also happen that a false start with a collaborator will later bear fruit. After several successful MITS events in partnership with student life, a reorganization of that division moved a key individual into a new role. While it took several attempts to bring the new staff person on board, eventually an in-person meeting gave the outreach librarian the opportunity to listen to the needs and concerns of that staff person and identify ways collaboration could help both parties. The flexibility to accept failure and the persistence to return to a source more than once to propose collaboration is a key to successful programming at the Main Library. Working with a different staff person, or approaching the unit at a different time or with a different idea, may turn an initial refusal into a later agreement to partner.

Developing a personal relationship with potential collaborators has been another key to successful student outreach at the Main Library. Meeting in person to discuss projects – or at least speaking by phone – is the best way to bring others on board. A personal meeting requires the potential collaborator to give serious consideration to the request in a way that an email or phone message does not. It also enables the library representative to develop an understanding of the needs and goals of the other party through conversation and to suggest types of project support that will both meet the partner's goals and address their concerns.

Meetings that are held specifically to propose a partnership have resulted in successful activities, but just as often collaborations have grown out of authentic, pre-existing relationships. Li-

brary literature clearly supports the benefits of leaving the library to engage with campus on various levels.¹⁴ Being “at the table” during meetings and getting to know a wide cross-section of people from across campus is key to discovering otherwise hidden opportunities for collaboration. It is often through informal conversations that library staff learn enough about the goals and challenges of other campus units and student groups that they can identify and propose solutions that involve the library. At the University of Denver, conversations at campus events and committee meetings have resulted in solutions ranging from identifying a library resource to answer a question, to clarifying a policy or procedure, to offering a custom instruction session, or to collaborating on an activity. By being present and offering point-of-need assistance, the library is seen not only as willing to be helpful, but able to provide real solutions to challenges facing our campus colleagues.

Yet another key to success is being prepared to take advantage of these opportunities whenever they occur. This is done in part by linking outreach activities to the work of the library's public relations committee. This committee meets monthly to discuss the “nuts and bolts” of public relations and quarterly to discuss strategy. While the “nuts and bolts” meetings ensure that necessary work such as updating handouts, creating website banner ads for library events, and publishing information through various social media outlets is done in a coordinated manner, the strategy meetings are used to identify the messages the library wishes to convey and the audiences with whom they wish to communicate those messages. The committee also identifies potential channels for communication. Depending on the message and audience, the channel will vary. To reach alums with the message that they are welcome to borrow from the library's print collection as well as to attend library exhibits and events, the appropriate channel may be through the alumni office newsletter or a targeted mailing. On the other hand, to reach students with the message that the library is a welcoming environment filled with academic support services, the channel may be hosting MITS events, touting individual service points on the university's Facebook page, or visiting



Meyer: Low-Hanging Fruit

student organization meetings to talk about the library's offerings.

Other keys to successful short-term partnerships include identifying those who want to partner and ascertaining the library's immediate goals and needs. Though a partnership with one campus group may appear ideal, that group may not be ready or willing to collaborate. Finding willing collaborators, even in unlikely places, is most likely to result in successful teamwork. These partners can be returned to for future collaboration and the relationship and trust already in place will speed up subsequent efforts. Having a clear idea of what resources the library can bring to the table in a collaboration, and those it cannot, will also enable library staff to act quickly when opportunities arise. In the case of the University Libraries, available resources to offer include staff to plan and coordinate events, popular event spaces, promotional outlets and channels, staff to work events (either paid or as volunteers), and selective funding. Needs include additional funds (for catering, prizes, decorations, promotions, and the like), extra staff to work at larger events, student input on themes and event ideas, and additional channels for promotion. Using existing resources, the library is capable of hosting modest events alone, but can quickly "scale up" if a collaborator brings additional resources to the table. Collaborators are often more willing to join in an effort if the librarian can articulate an overall plan and propose concrete ways they might contribute.

Finally, librarians need to move from conversation to action and take a leadership role in coordinating the collaborative effort. At the Main Library, the outreach librarian follows up quickly when a potential collaboration is discussed by sending an email that documents the idea, outlines the roles and responsibilities of each party, and invites feedback and correction. Other coordinator duties include checking in regularly with partners, requesting updates from participants, and organizing meetings. When the librarian takes on the role of coordinator, others are more willing to participate as the burden of doing so is lower.

Conclusion

The Main Library at the University of Denver has been developing an outreach program over a number of years to further strategic planning goals and foster relationships with students and campus partners. For academic libraries that don't have a dedicated outreach librarian or staff position, the slate of annual events and activities at the university may seem beyond reach. However, by following the guidelines in this article, libraries of any size can be prepared to leverage the staff time and resources available to further outreach goals. Even if there is no formal coordinator, public services librarians can still hold quarterly meetings to discuss outreach goals, opportunities, and resources in order to be prepared to seek out or take advantage of short-term, project-based collaborative opportunities. Limited funding for outreach and public relations activities are a reality almost every library faces. Effective collaborations stretch library funding where partners are able bring to the table funding or in-kind resources of their own.

Preparation and well-defined goals will enable the outreach librarian, or any librarian willing to look for and take advantage of collaborative opportunities, to do so. Librarians must not only be prepared to propose collaborations, but be willing to move from conversation to action, by acting promptly and serving as a leader/coordinator for the project. This article demonstrates how even flexible and short-term collaborations can be effective in increasing the scope and effectiveness of student outreach efforts in academic libraries.

Endnotes

¹ There are currently sixteen faculty librarians, seven of whom are in the reference department. This department also coordinates instruction, the faculty liaison group, and oversees collection development for academic departments.

² For more on the Research Center consultation model of reference services, see Erin E. Meyer, Carrie Forbes, and Jennifer Bowers, "The Re-



-
- search Center: Creating an Environment for Interactive Research Consultations," *Reference Services Review* 38 (2010).
- ³ Tina Schneider, "Outreach: Why, How and Who? Academic Libraries and Their Involvement in the Community," *The Reference Librarian* 39, no. 82 (2003).
- ⁴ Nancy Courtney, *Academic Library Outreach: Beyond the Campus Walls*. Westport, Conn.: Libraries Unlimited, 2009.
- ⁵ Melissa Dennis, "Outreach Initiatives in Academic Libraries, 2009-2011," *Reference Services Review* 40, no.3 (2012): 368-383. Lori Arp, Beth S. Woodard, Joyce Lindstrom, and Diana D. Shonrock, "Faculty-Librarian Collaboration to Achieve Integration of Information Literacy," *Reference & User Services Quarterly* 46, no.1 (2006): 18-23. David Shumaker, *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed* (Medford, N.J.: Information Today, 2012), 43-64.
- ⁶ Valerie A. Harris and Ann C. Weller, "Use of Special Collections as an Opportunity for Outreach in the Academic Library," *Journal of Library Administration* 52, no.3/4 (2012).
- ⁷ Schneider, "Outreach: Why, How and Who?" 201.
- ⁸ Dennis, "Outreach Initiatives," 369.
- ⁹ Kathleen A. Hanna, Mindy M. Cooper, and Robin A. Crumrin, *Diversity Programming and Outreach for Academic Libraries* (Oxford: Chandos, 2011) and Scott Walter, "Moving Beyond Collections: Academic Library Outreach to Multicultural Student Centers," *Reference Services Review* 33, no.4 (2005): 438-458.
- ¹⁰ Jesus E. Sanabria, "The Library as an Academic Partner in Student Retention and Graduation: The Library's Collaboration with the Freshman Year Seminar Initiative at the Bronx Community College," *Collaborative Librarianship* 5, no. 2 (2013): 94-100 and Scott Walter and Michele Eodice, "Meeting the Student Learning Imperative: Supporting and Sustaining Collaboration Between Academic Libraries and Student Services Programs," *Research Strategies* 20, no.4 (2005): 219-225.
- ¹¹ Primary Research Group, *Survey of Academic Library Practices in Staging Special Events* (New York: Primary Research Group, 2013).
- ¹² Anthony J. Onwuegbuzie, Qun G. Jiao, and Sharon L. Bostick, *Library anxiety: Theory, Research, and Applications* (Lanham, MD: Scarecrow Press, 2004).
- ¹³ Kristin J. Henrich, "Leveraging Strategic Institutional Partnerships: Creating a Phased Learning Commons at the University of Idaho Library," *Collaborative Librarianship* 5, no. 4 (2013): 229.
- ¹⁴ Nancy Courtney, *Academic Library Outreach: Beyond the Campus Walls* (Westport, Conn: Libraries Unlimited, 2009); Paul Kelsey and Sigrid Kelsey, *Outreach Services in Academic and Special Libraries* (Binghamton, NY: Haworth Information Press, 2003), Carol Smallwood, *Librarians as Community Partners: An Outreach Handbook* (Chicago: American Library Association, 2010).
-

